Preparing Students for Success & the Common Core State Standards

40th Annual Conference
NYU Kimmel Center
Washington Square South
New York, NY

Join Us
March 18 & 19, 2013

Register Online at EveryoneReading.org
Nancy Mather is a Professor of Special Education at the University of Arizona in the Department of Disability and Psychoeducational Studies. She has served as a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant.

Dr. Mather is a co-author of the Woodcock-Johnson III and has co-authored two books on interpretation and application of the WJ III. Her most recent books are Comprehensive Evaluations (Wiley, 2011) and Essentials of Dyslexia: Assessment and Intervention (Wiley, 2012).

William G. Brozo, Ph.D. is a Professor of Literacy in the Graduate School of Education at George Mason University in Fairfax, Virginia. His research and scholarship interests include adolescent and content literacy, secondary literacy reform, struggling learners and closing the literacy achievement gap for boys.

Dr. Brozo is the author of The Adolescent Literacy Inventory (Pearson, 2010) RTI and the Adolescent Reader: Responsive Literacy Instruction in Secondary Schools and numerous other books and articles on literacy development for boys.
Conference Agenda

9:00 - 10:00 AM
MK-1 Keynote Address: There’s an Elephant in the Room, Nancy Mather, Ph.D.

10:30 AM - 12:30 PM
M-2 Procedures for SLD Identification: Promises and Pitfalls, Nancy Mather, Ph.D. (A)
M-3 Implementing RTI Effectively for Struggling Young Readers, Hyla Rubin, Ph.D. (RTI)
M-4 Creative Literacy Strategies for ESL in Inclusive Classrooms, Lisa Anne Rizopoulus, Ph.D. (CCSS)
M-5 Spelling Instruction: Best Practices for Word Study, Jan Wasowicz, Ph.D., CCC-SLP (WS)
M-6 The Role of Executive Functions in Reading, George McCloskey, Ph.D. (EF)
M-7 Phonemic Awareness and Beginning Reading, Joanna Uhry, Ph.D. (PA)

12:45 - 1:45 PM Power Lunch Presentations
M-8 Great Leaps Math & Reading Fluency, Kenneth Campbell & Luz Font (PP)
M-9 Read Naturally’s Reading Assessments: A Foundation for an RTI Model, Carol Ann Kane (PP)
M-10 How the FDU Regional Center Helps Students with Dyslexia, Barbara Byrnes & Paul Vico (PP)
M-11 Write Right Materials to Improve Student Writing, William Van Cleave (PP)
M-12 Sensory Cognitive Functions for Language Processing With a Focus on Concept Imagery, Tom Mariani (PP)
M-13 Sounds in Motion Creative Modifications for Students with Special Needs & LD, Fran Santore & Holly Thomas (PP)

2:00 - 3:30 PM
M-14 OG Across Content-Based Curriculum, JoAnn Lense LCSW (BP/CCSS)
M-15 Everything You Ever Wanted to Know about Syllabication, Marianne Duldner & Jill Lauren (DE)
M-16 Learning to Read Begins at Birth, Arlene W. Sunday (CCSS)
M-17 Building Vocabulary in a Caring Environment, Ann Leon (V)
M-18 Executive Functioning Success, Marydee Sklar (EF)

3:45 - 5:15 PM
M-20 Manifestations of Dyslexia in Biscriptal Readers, Nancy Eng Ph.D., CCC-SLP (A)
M-22 CCSS and Multi-tiered Instruction: Impact on Individuals with Dyslexia, Connie Steigerwald (CCSS)
M-23 Engaging the Disengaged: Creating Motivated and Strategic Readers, Melissa Brown & Lindsey Dibrino (BP)
M-24 Executive Functioning in the Classroom, Edward M. Petrosky, Psy.D., ABPP (EF)
M-25 Set for Variability: The Importance of Flexible Pronunciation, Marcy Zipke, Ph.D. (DE)

Key
(A) Assessment
(AT) Assistive Technology
(CCSS) Common Core State Standards
(DE) Decoding and Encoding
(EF) Executive Functions
(BP) Best Practices
(PA) Phonemic Awareness
(PP) Product Presentation
(RTI) Response to Intervention
(WS) Word Study
(V) Vocabulary

REGISTER ONLINE: www.EveryoneReading.org
Tuesday, March 19, 2013

Conference Agenda

9:00 - 10:00 AM
TK-26 Keynote Address: Closing the Achievement Gap for Boys: Building Bridges to Literacy, William G. Brozo, Ph.D. (AL)

10:30 AM - 12:30 PM
T-27 Ensuring Content Literacy for All in an Effective RTI Program, William G. Brozo, Ph.D. (AL/RTI)
T-28 Practices: Power & Pitfalls, Kate Garnett, Ph.D. (BP/CCSS)
T-29 Strategies for Building & Retaining Vocabulary & Information in Struggling Students, Esther Klein Friedman, Ph.D. (V/CCSS)
T-30 Developing Fluency with Multiplication Facts, David Berg, ET (M)
T-31 Web-Based Multimedia Design for Educators, Erica Boling, Ph.D. (AT)
T-32 Words with Spelling Connections Have Meaning Connections, Nancy Cushen White, Ed.D. (V/DE)
T-33 Developing Sentence Skills in Students who Struggle, William Van Cleave (W/RC)

12:45 - 1:45 PM Power Lunch Presentations
T-34 How to Make Reading Fun and Effective, Stephanie Miller (PP)
T-35 Setting the Foundational Skills for Reading and Writing with FUN! Kimberly Gillingham, (PP)
T-36 Erasing the Misery of Reading and Spelling Multi-Syllabic Words, Kathy Young, Scott DeSimone (PP)
T-37 The Stern 100 Track and Number Sense in Children, Temple Ary, Olympia Shields (PP)
T-39 Intensive In-School Teacher Training, Using an Orton-Gillingham Approach, Esther Sands, Lauren Wedeles (PP)
T-40 Postsecondary Possibilities, Ronald Wilson (PP)

2:00 - 3:30 PM
T-41 From Research to Practice: Evidence Based Effective Teaching Strategies, Matthew G. Mandelbaum, M.S.Ed., M.A., Kadee Jay, M.A. (BP)
T-42 Teaching Basic Writing Skills and the Common Core State Standards, Betsy Mac-Dermott-Duffy (W/CCSS)
T-43 Let’s Talk About It! Strategies for Effective Vocabulary Instruction, Eileen Tresansky (V)
T-44 Orton Gillingham for Math, Amy Bailin, AOGPE (M)
T-45 Combining AT and Active Reading to Study the Beatles, Jamie Martin (AT/RC)
T-46 Evidence-Based Methods for Reading Comprehension: Leveraging Technology, Michael B. Sims, M.S., CCC-SLP & Barbara Lawrence (RC/AT)
T-47 Using WebQuests to Engage the LD Student, Jeff Ruggiero, M.Ed., Sharon Plante, M.Ed. (AT/BP)

3:45 - 5:15 PM
T-48 Promoting Science Passage Comprehension via Concept Mapping Instruction, Alpana Battacharya (AL/BP)
T-49 How to Create an Effective Five Paragraph Essay, Emily Levy, Ed.D. (W)
T-50 Exploring Students Self-Generated Questions, Jean Marie Humphries, Ph.D. (RC)
T-51 Is That Your Final Answer? Developing Mathematical Thinking with Questions, Robin Schwartz (M/BP)
T-52 Using Technology to Enhance Academic Progress and Organizational Skills, Jody Nestel (AT/EF)
T-53 Schema Strategies and Reading Comprehension, Rebeka Gutkind, Ph.D. (RC)
T-54 Success Stories: Tales of Adults with Dyslexia, Betsy Auricchio, Ph.D. & Sandra Gubar

Key
(AL) Adolescent Literacy (M) Math
(AT) Assistive Technology (PP) Product Presentation
(BP) Best Practices (RC) Reading Comprehension
(CC/SS) Common Core State Standards (V) Vocabulary
(EF) Executive Functions (W) Writing
(DE) Decoding and Encoding

REGISTER ONLINE: www.EveryoneReading.org
Monday, March 18
2:00 - 3:30 PM
M-15 Everything You Ever Wanted to Know About Syllabication
Marianne Duldner, M.A., & Jill Lauren, M.A., Learning Disabilities Specialists, New York, NY
Good readers can easily read syllables within multisyllabic words. In this hands-on session, participants will review the seven syllable types and the specific steps required to recognize and successfully read syllables.

M-16 Learning to Read Begins at Birth
Arlene W. Sunday, Fellow, AOGPE, Author, Sunday System, St. Paul, MN
This session will translate reading research into activities that provide a roadmap to build a solid foundation for academic success while weaving learning into the fabric of play.

M-17 Building Vocabulary in a Caring Environment
Ann Leon, M.A., National Education Consultant, Developmental Studies Center, Oakland, CA
This session explores ways to support Tier II high-utility, high-concept vocabulary instruction that results in students learning, retaining and using these words in speaking and writing.

M-18 The Brain and Time Management Success
Marydee Sklar, Learning Coach and Reading Specialist, Owner of Executive Functioning Success, Portland, OR
This session reveals how the brain’s executive functioning affects our ability to get things done and examines how we can change time management and organization behaviors through sequentially taught visual strategies.

M-19 Using an Electronic Highlighting Strategy: Improving Reading Comprehension Skills in Students with Dyslexia & ADHD
Deborah Levy, Ph.D. & Elliot Levy, M.D., Levy Learning Center, Miami Beach, FL
This session will present results attained by using technology-assisted learning and electronic highlighting to improve reading comprehension in 110 students in Miami Dade County.

Monday, March 18
3:45-5:15 PM
M-20 Manifestation of Dyslexia in Bisscriptal Readers
Nancy Eng, Ph.D., CCC-SLP, Associate Professor, Communication Sciences Program, Hunter College, New York, NY
Dyslexia in English, an alphabetic script, is extensively documented. This session will review cross-language data and present clinical evidence suggesting certain reading processes are universal.

M-21 Research-Based Program + Direct Instruction = Proven Results
This session will present research findings on the effect of The Windward School's instructional program on the reading comprehension of students with language based learning disabilities.

M-22 CCSS and Multi-tiered Instruction: Impact on Individuals with Dyslexia?
Connie Steigerwald, Senior Literacy Advisor, Wilson Language Training, Oxford, MA
As shifts in the Common Core State Standards become reality, learn how CCSS and multi-tiered implementation models may impact successful instruction of individuals with dyslexia.

M-23 Engaging the Disengaged: Creating Motivated and Strategic Readers
Melissa Brown, Master Teacher and Tutorial Dept. Head & Lindsey Dibrino, Teacher, Eagle Hill Southport School, Southport, CT
This session will share creative reading strategies focusing on comprehension, fluency and vocabulary for students with learning disabilities who may lack engagement and motivation.

M-24 Executive Functioning in the Classroom
Edward M. Petrosky, Psy.D., ABPP, Clinical Neuropsychologist, Roslyn Heights, NY
This session will explain what executive functioning is, how to spot it, and show practical intervention strategies for teachers.

Monday, March 18
3:45-5:15 PM
M-25 Set for Variability: The Importance of Flexible Pronunciation
Marcy Zipke, Ph.D., Associate Professor, Dept of Elementary/Special Education, Providence College, Providence, RI
This session will explore Set for Variability, a strategy that helps beginning readers decode exception words by encouraging them to systematically alter sounds until producing a recognizable word.

Tuesday, March 19, 2012
9:00 - 10:00 AM
TK-26 Keynote Address: Closing the Achievement Gap for Boys: Building Bridges to Literacy
William G. Brozo, Ph.D., Professor of Literacy, Graduate School of Education, George Mason University, Fairfax, VA
Dr. Brozo draws on years of research into the kinds of texts boys will read and why—when given the prerogative and support. He demonstrates several strategies and describes successful practices that honor boys’ interests and needs, help them find an entry point to lifelong reading and improve their achievement.

10:30 AM - 12:30 PM
T-27 Ensuring Content Literacy for All in an Effective RTI Program
William G. Brozo, Ph.D., Professor of Literacy, Graduate School of Education, George Mason University, Fairfax, VA
The session recasts such RTI features as universal screening, tiered interventions and progress monitoring in ways that are achievable within complex secondary school environments and demonstrates responsive and feasible strategies for determining the literacy abilities of all adolescent students.
Tuesday, March 19
10:30 AM - 12:30 PM
T-28 Practices: Power and Pitfalls
Kate Garnett, Ph.D., Professor, Special Education/ Learning Disabilities Chair, Hunter College, New York, NY
This session asks what core practices are powerful in teaching LD students and what common practices waste teaching time, focusing on “practice-level” examples for teaching LD students, and laying out ways to turbo-charge practices for both specialized intervention and general education classes.

T-29 Strategies for Building & Retaining Vocabulary & Information in Struggling Students
Esther Klein Friedman, Ph.D., Senior Director, Literacy & Academic Intervention, Office of Academic Policy, NYC Dept. of Education, New York, NY
This session is a cook’s tour of strategies for building and retaining new vocabulary and fund of knowledge, an area often severely impacted in students struggling with literacy. This workshop targets grades 3-high school.

T-30 Making Math Real - The 9 Lines: Developing Fluency with the Multiplication Facts
David Berg, E.T., Founder and Director of the Making Math Real Institute, Berkeley, CA
This session will focus on a multisensory-structured method for developing the requisite cognitive tool for supporting automaticity with math facts while learning and retaining multiplication facts.

T-31 Web-Based Multimedia Design for Educators
Erica Boling, Ph.D., Associate Professor, Graduate School of Education, Rutgers University, New Brunswick, NJ
This session introduces educators to the skills needed to use new technologies to enhance communication, teaching and learning and explores a range of multimedia and design principles for high-quality educational projects.

T-32 Words with Spelling Connections Have Meaning Connections: Phonology + Phonics + Morphology + Etymology= Orthography
Nancy Cushen White, Ed.D., Clinical Professor, University of California, San Francisco, CA
In this session, participants will learn why analysis of word structure, including knowledge of morphology and etymology, is needed to learn to spell and read multi-syllable words.

T-33 Developing Sentence Skills in Students Who Struggle
William Van Cleave, Educational Consultant, W.V.C.ED., Greenville, SC
Participants in this interactive session will learn key components of a writing lesson, develop their knowledge of parts of speech and sentence parts and explore effective methods of instruction.

12:45 - 1:45 PM
T-34 How to Make Reading Fun and Effective
Stephanie Miller, Author, The Learning Pyramid, Mill Valley, CA
This session introduces a fun series of stories focused on strategies that help students who struggle with language and reinforces reading comprehension using accompanying activities to encourage students to think beyond the text.

T-35 Setting the Foundational Skills for Reading and Writing with FUN!
Kimberly Gillingham, Literacy Field Team Leader, Wilson Language Training, Oxford, MA
This session provides an overview of Wilson Fundations® - a research-based supplemental (Tier 1) and intervention (Tier 2) program for students in K - 3rd grade, providing explicit instruction for effective RTI implementation within the Common Core State Standards in a 30 minute daily lesson.

T-36 Erasing the Misery of Reading and Spelling Multi-Syllabic Words
Kathy Young, M.S. Ed, NBCT, Reading Consultant, Special Ed. Teacher & Scott DeSimone, Curriculum Designer & Implementation Specialist, Really Great Reading Co., Cabin John, MD
Participants will learn to teach students to read and spell long words involving functional techniques, the importance of having a different way of looking at complex words with some simple reading and spelling strategies and multi-sensory tools.

Tuesday, March 19
12:45 - 1:45 PM Power Lunch
T-37 The Stern 100 Track and Number Sense in Children
Temple Ary, Math Specialist, Ramaz Lower School and Olympia Shields, Math Specialist, Stephen Gaynor School, New York, NY
This session will present research proving that the number line is a valuable mathematical model for developing an understanding of the magnitude and sequence of numbers.

Samantha Feinman, Director for Student Support Services, New Frontiers in Learning, New York, NY
This presentation will focus on the individualized academic, social, and career development supports provided by NFIL during both its “Summer in the City” and Academic Year programs.

T-39 Intensive In-School Teacher-Training Using an Orton-Gillingham Approach
Esther Morgan Sands, M.S., Supervisor of Teacher Training & Lauren Wedeles, Executive Director, Reading Reform Foundation, New York, NY
This session will focus on how Reading Reform Foundation provides K-3 NYC public-school teachers with courses and direct classroom training, using an Orton-based, multisensory approach.

T-40 Postsecondary Possibilities
Ronald Wilson, Director, Northeast Collegiate Institute, Maplebrook School, Amenia, NY
This session will highlight how to best prepare students who have low average cognitive ability for the next step beyond high school graduation, demonstrating how to maximize students’ abilities as they move toward work or college.

REGISTER ONLINE: www.EveryoneReading.org
T-41 From Research to Practice: Evidence-based, Effective Teaching Strategies
Using the Stevenson model, participants in this session will explore strategies and practices that support and prepare high school students with histories of failure for success and higher education.

T-42 Teaching Basic Writing Skills and the CCSS
Betsy MacDermott-Duffy, Director of Language Arts, The Windward School, New York, NY
The session will provide evidenced-based strategies for writing instruction aligned with the Common Core Standards, offering techniques to enhance students’ sentence structure and revising skills and organize their writing.

T-43 Let’s Talk about it! Strategies for Effective Vocabulary Instruction
Eileen F. Tresansky, M.S.Ed., F/AOGPE, Director, Language Training, Bridge Academy, Lawrenceville, NJ
This session will discuss how explicit instruction will help build word consciousness due to the variability of vocabulary by the types of words known and the depth to which students know words.

T-44 The Language of Mathematics
Amy Bailin, M.S., FF/AOGPE, OG Amy LLC, Consultation & Training, New York, NY
Mathematics is a true linguistic system, including decoding, encoding, syllabication, vocabulary and grammar. This session describes how Orton-Gillingham strategies transfer easily to the teaching of structural mathematics.

T-45 Help! – Combining AT and Active Reading to Study The Beatles
Jamie P. Martin, Coordinator of Assistive Technology, The Kildonan School, Amenia, NY
This session will explore a selection of assistive technology that can be used in the active reading process, including desktop software and the accessibility features of iOS 6 and the iPad.

T-46 Evidence-Based Methods for Reading Comprehension: Leveraging Technology
Michael B. Sims, M.S., CCC-SLP, Director of Speech/Language Services, Barbara Lawrence, Teacher, Brehm Preparatory School, Carbondale, IL
This session will address immediate concerns of performance in content classes while increasing comprehension skills through evidence-based instruction using the power of Kurzweil study tools, via Keynote and real-time presentation.

T-47 Using WebQuests to Engage the LD Student
Jeff Ruggiero, M.Ed., Director of Education & Sharon Plante, M.Ed., Director of Technology, Eagle Hill-Southport, Southport, CT
This session discusses why engaging LD students in the learning process can be daunting and shows how WebQuests can maximize their learning and motivation.

T-48 Promoting Science Passage Comprehension via Concept Mapping Instruction
Alpana Bhattacharya, Ph.D., Associate Professor, Educational Psychology, Queens College, CUNY, Flushing, NY
This session presents concept mapping instruction using 12 diverse readers as examples to demonstrate a strategy for building science textbook passage comprehension in middle school students.

T-49 How to Create an Effective Five Paragraph Essay
Emily Levy, Ed.D., Learning Specialist, Director, EBL Coaching, New York, NY
In this session, participants will learn ways to help students express their ideas on paper in an organized five-paragraph essay, covering four different types, with suggestions for opening the essay, writing a lead-in and thesis statement, and brainstorming and self-checking their writing.

T-50 Exploring Students Self Generated Questions and Reading Processes
Jean Marie Humphries Ph.D., ABD, Adjunct Professor, Concordia College, Fordham University, New York, NY
This session will share examples of fourth and fifth grade students’ questions and reading processes generated before, during and after reading independently chosen books.

T-51 Is That Your Final Answer? Developing Mathematical Thinking with Questions
Robin Schwartz, Founder, Math Confidence, Adjunct Professor, College of Mt. St. Vincent, Riverdale, NY
This session will explore how asking questions such as “Is that your final answer?” encourages students to increase their metacognitive skills along with their math confidence, performance and comprehension.

T-52 Using Technology to Enhance Academic Progress and Organizational Skills
Jody Nestel M.Ed., Teacher of Special Education, Robbinsville Public Schools, Robbinsville, NJ
Participants in this session will explore why the use of technology is effective in helping students with disabilities improve their comprehension, organize their writing and assist with organizational skills.

T-53 Schema Strategies and Reading Comprehension
Rebekah Gutkind, Ph.D., Consultant, Adjunct Professor, Fordham University, New York, NY
How do schema strategies help us understand the way students comprehend printed text? This session will explore various types of comprehenders based on their ability to “schema strategize” and the implications for educational interventions.

T-54 Success Stories: Tales of Adults with Dyslexia
Elizabeth Auricchio, Ph.D., Psychologist, & Sandy Gubar, Adult with Dyslexia New York, NY
This session features a panel of diverse and talented individuals who’ve embraced the challenges of dyslexia with resilience, humor and creative thinking. Come and share their stories and strategies for success in school, the world of work and life. Parents are encouraged to attend.
REGISTRATION FORM
40th Annual Conference: Preparing Students for Success & the Common Core State Standards
Monday, March 18 & Tuesday, March 19, 2013

COMPLETE BOTH SIDES OF THIS FORM AND MAIL OR FAX TO:
Everyone Reading, 71 W. 23rd Street, Suite 1527, New York, NY 10010
Phone: (212) 691-1930 Fax (212) 633-1620 Email: conference@everyonereading.org
Register online at www.EveryoneReading.org
Deadline for MAILING registration: March 4, 2013;
Deadline for FAXING with credit card payment: March 11, 2013

CANCELLATIONS: To cancel your registration and receive a partial refund, you must contact us in writing by email or mail no later than February 28, 2013. Note: Please submit registration only once (either online, fax OR mail)

First Name, Last Name __________________________________ Membership # ______________________
Address ___________________________________________ City _____________________ State __________ ZipCode __________
Home Telephone # __________________ Work Telephone # __________________ Fax ____________________ E-mail ______________________

Postmarked ON or BEFORE February 15, 2013 Postmarked AFTER February 15, 2013

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Discounts: Groups of 5-10: 15% off per person, Groups of 10 or more: 20% off per person
Conference Registration Fee $______________________

OPTIONAL:
Web-access to Audio Recording ($75 for members,$175 non-members) $______________________
Sponsor a Teacher $50, $25 or other $______________________
ASHA CEU Participation ($10) $______________________

TOTAL PAYMENT $______________________

*Annual membership included with conference registration for those registering as non-members
**Proof of full-time student status is required.

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Check enclosed payable to: Everyone Reading
Charge my Visa Mastercard AMEX Discover
Name on card: __________________________ Business: __________________________
Signature __________________________
Billing Address: __________________________

Account Number: __________________________ Exp. Date: __________________________

TELL US WHO YOU ARE:
☑ Parent of Child w/ Dyslexia
☑ Student
☐ Public School Teacher
☐ Administrator
☐ Private School Teacher
☐ Paraprofessional
☐ Educational Therapist/Tutor
☐ Physician
☐ Special Education Teacher
☐ Speech/Lang. Pathologist
☐ Retired

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**MONDAY, MARCH 18, 2013**

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<td>9:00AM – 10:00AM</td>
<td>___ MK-1 Keynote: Mather, Ph.D.</td>
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<td>10:30AM – 12:30PM</td>
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<td>___ M-8 Campbell, Font</td>
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<td>___ M-13 Santore, M.A., Thomas, M.S.</td>
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<td>___ M-14 Lense, LCSW</td>
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<td>___ M-15 Duldner, M.A., Lauren, M.A.</td>
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<td>___ M-20 Eng, Ph.D., CCC-SLP</td>
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**TUESDAY, MARCH 19, 2013**

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<td>9:00AM – 10:00AM</td>
<td>___ TK-26 Keynote: Brozo, Ph.D.</td>
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<td>10:30AM – 12:30PM</td>
<td>___ T-27 Brozo, Ph.D.</td>
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<td>3:45PM – 5:15PM</td>
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<td>___ T-43 Tresansky, M.S.</td>
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<td>___ T-44 Bailin, M.S., F/AOGPE</td>
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<td>___ T-46 Sims, M.S., CCC-SLP, Lawrence</td>
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<td>___ T-47 Ruggiero, M.Ed., Plante, M.Ed.</td>
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**Registration Confirmation:**

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**Questions? Contact conference@everyonereading.org or call (212) 691 -1930**
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Directions to NYU Kimmel Center, 60 Washington Square South, New York, NY 10012

By Subway: Take N or R train to 8th Street. At Broadway walk south to Waverly Place then west to Washington Square. Take A, C, E, B, D, F or M train to West 4th Street-Washington Square. Walk east on West 4th Street to Washington Square. Or, take 1 or 9 to Christopher Street-Sheridan Square. Walk east on Christopher St. to West 4th Street. Continue east to Washington Square.

By Car: From Bronx and Upstate Take the NY State Thruway to the Triborough Bridge (toll). Take FDR Drive South to Houston St. Continue past Broadway to La Guardia Place. Turn right and follow La Guardia Place to Washington Square.

From Connecticut: Take I-95 into the Bronx. Take I-278 to the Triborough Bridge (toll). Take FDR Drive South to Houston St. Continue west on Houston past Broadway to La Guardia Place. Turn right and follow La Guardia Place to Washington Square.

From Brooklyn: Take the Manhattan Bridge. Take Canal St. west to 6th Ave. Go north to West 4th Street and travel east to Washington Square.

Parking: 1 Washington Square Village Between 3rd St. and Bleecker St. Check online for more options.

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